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News Items from the School of Education of the University of Chicago

THE UNIVERSITY OF CHICAGO DINNER

The University of Chicago Dinner, which is held annually during the week of the meeting of the Department of Superintendence, will be held Wednesday evening, March 1, at the Hamilton Club, 20 South Dearborn Street, Chicago, Illinois. Alumni, former students, and friends of the University are most cordially invited. Guests will assemble at six o'clock in the Lounge Room on the third floor. Dinner will be served promptly at six-thirty. The cost is $2.00 per plate.

THE VALUE OF DIAGRAMMATIC DRAWINGS IN LEARNING SCIENTIFIC FACTS

Through the work of Ayres and others, teachers are coming to see the importance of the use of simple diagrammatic drawings in the teaching of science. As a step toward finding out the extent to which diagrams made by the pupils assist in arousing the mental processes involved in analysis, abstraction, and judgment, O. Flora Bryson, A.M., East Radford, Virginia, recently made an investigation of the advantages derived from the use of such drawings.

The subjects with whom the study was made were eighty-five college students of Radford State Normal School and sixty second-year high-school pupils of Radford. Each class was divided into two sections on the basis of the school grades for the previous year. Two topics were used from plant life and two from animal life. Topics were chosen in which were involved: (*a*) anatomy, which could be emphasized easily by diagrams and (*b*) scientific principles, such as those relating to fertilization and germination, which could not be diagrammed easily. Both sections were taught by lecture demonstration followed by a review in one section and by the drawing of diagrams in the other of features pointed out by the teacher. The students were required to label the diagrams properly. The same tests were given each section immediately after the teaching of the topics and again after three months in order to ascertain the amount retained. All points made by the pupils in the tests were listed according to (*a*) structure, (*b*) interpretation of structure or function, and (*c*) points obtained solely from the lecture.

The following conclusions were drawn: (1) There are many points in science that are learned as readily by means of lectures as by the use of diagrams. (2) The greater number of points involving structure are rendered clearer by means of analytical diagrams. (3) A large number of points relating to functions of parts are made clearer by means of the student's diagrams of the structure involved. (4) The teacher's diagrams on the board illustrating generalizations of functions, not seen by the pupil in the object, are reinforced by the student's diagrams of the organs involved. (5) Analytical drawings increase the retention and recall of information which has been acquired.

OTHER STUDIES

It will not be possible to report the following studies in detail. The names and addresses of those making the studies are included here for the information of anyone interested in similar problems. 1. "The Effect of Lesson Preparation on Accomplishment in Mathematics Classes." Nancy Trompen, A.M., 24 West 109th Street, Chicago, Illinois. 2. "The Relation Between Successful Progress in Mathematics and Ability to Read and Understand." J. M. Hackler, A.M., Tahlequah, Oklahoma. 3. "A Comparative Study of Teachers in Rural Schools." Gertrude Hosey, A.M., Warrensburg, Missouri.